

VOCABULARY LESSON

This vocabulary lesson is designed to follow Marzano’s Six Steps. Each vocabulary lesson will be taught this way In order for the students to effectively learn the vocabulary terms. This process will help students know what to expect when learning new vocabulary, and develop a routine.

Marzano’s Six Steps	Instructional Strategies	Resources Needed
<p>Step 1: Provide a description, explanation, or example of the new term.</p> <p>Before giving students the explanation, it is important to determine what they already know.</p>	<p>Each vocabulary term should be written/typed on nice paper in preparation to be placed on the word wall. Start the discussion by hanging the new vocabulary terms on the white board (or something equivalent in the resources that you have). Place several pictures on the white board that depict the vocabulary word. Ask students questions that will eventually build up to the vocabulary word. This is when you will discuss the definition with the class. For examples of this process, see <i>Resource B</i>.</p> <p>Students will create a note card for each vocabulary term. The note card will have the word on one side and the definition on the other side. This will be the simplified student-friendly definition that the teacher has provided. Students will hole punch these note cards and keep them on a key ring so that they are able to go back and study the terms later. This technique is also portable and can be taken home to study with their parents or older siblings.</p>	<ul style="list-style-type: none"> • List of vocabulary terms and definitions for the unit. <i>See attachment A</i>. • Examples of Teacher-Talk for Introduction. <i>See attachment B</i>. • “Building Academic Vocabulary: Teachers Manual” by Marzano and Pickering. Chapter 3, “Teaching the Selected Terms”. • Note cards, hole puncher, key rings, pencils. • Word Wall with a list of all the vocabulary words for each GLCE. This should be referenced during the beginning of the lesson.
<p>Step 2: Ask students to restate the description, explanation, or example in their</p>	<p>In this step, students will add to their vocabulary journal. The vocabulary journal is a</p>	<ul style="list-style-type: none"> • Colored print outs of the Vocabulary Journal page (<i>see attachment C</i>), pencils,

<p>own words.</p> <p>Step 3: Ask students to construct a picture, symbol or graphic representing the term.</p>	<p>compilation of pages that use the format of Resource C. Students will work in pairs to create these journals, but each student will have their own. By allowing students to work in pairs, they are able to collaborate with other classmates, and share what the vocabulary terms mean to them. Students are asked to write the definition in their own words, create a sentence using the word, list examples, and draw a picture. Students must also determine their level of understanding on a scale of 1-5, 1 being not at all, and 5 being complete understanding.</p>	<p>crayons, markers</p> <ul style="list-style-type: none"> • Vocabulary Key-Ring
<p>Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their books.</p>	<p>Each night, students will have a specific vocabulary term assigned for homework. When students go home, they must try to find a way that they can relate the vocabulary term to things they do outside of school. They will be asked to have an example ready for class the next day. For example, a student could say that he/she helped his brother recycle pop-cans that he collected at a sporting event, and this is an example of a <i>civic responsibility</i>.</p> <p>Upon returning to school the next morning, students will draw a picture of the example they found. These pictures will be hung up in the classroom to demonstrate how we use these vocabulary terms in our everyday life. Students will also have the opportunity to walk around and observe their classmates drawings.</p>	<ul style="list-style-type: none"> • Paper, pencils, crayons, markers, supplies for hanging the artwork • The students will need their Vocabulary Key-Rings and journals to take home with them.
<p>Step 5: Periodically ask students to discuss</p>	<p>Students will do a Think-Pair-Share for this</p>	<ul style="list-style-type: none"> • Students will need their Vocabulary

<p>the terms with one another.</p>	<p>step. For the think portion, students will be given a few vocabulary words that relate to one another, and must create a sentence or two that includes each word (or as many as they can). For the pair portion, students will create two lines in the classroom, each person facing another student. If there are an odd number of students, the teacher will participate. Each student will share the sentences they created. For the share portion, each pair of students will pick their favorite sentence among the two of them and share it with the class. This portion may take about 10 minutes, but it is beneficial to the students because they are hearing multiple ways to use these terms in sentences and can relate these uses to their own knowledge and life experiences.</p> <p>While others are sharing, students will write at least one of the examples down in their vocabulary journal for future reference.</p> <p>An example of a sentence that a student would create for the vocabulary in 2-C5.0.3 is: <i>Suzy told her mom that she had to <u>design</u> a <u>community improvement project</u> for other kids at her school to <u>participate</u> in. Suzy wants the school to <u>improve</u> their recycling to help the environment.</i></p>	<p>Key-Rings, and vocabulary journals to reference during this activity.</p> <ul style="list-style-type: none"> • Pencil and paper for writing their definitions.
<p>Step 6: Involve students periodically in games that allow them to play with terms.</p>	<p>There are a variety of games that could be used for this unit, such as picture matching, fly swatter review, jeopardy, etc.</p>	<ul style="list-style-type: none"> • White Board (or equivalent) • Projector (for jeopardy) • Fly Swatters • Pictures/examples for each definition

	<p>Picture matching is beneficial because students must relate the picture to the vocabulary term, which requires them to fully understand the meanings. Fly swatter review is a fun and engaging way to get the students to review the vocabulary. The teacher would write each vocabulary term on the board, and then split the students into two teams. One member of each team goes up to the board with a fly swatter in hand. The teacher could give an example, show a picture, or read the definition of one of the vocabulary words. Students must find the word on the board and touch it with their fly swatter. This helps the students in the audience review as well because they are reviewing the definition in their mind and searching for the correct term on the board. Jeopardy is fun because it involves the whole class, and is a good way to assess their learning. Students can answer the questions based on pictures, sentences, and definitions.</p>	<ul style="list-style-type: none">• Complete list of vocabulary terms for the unit. <i>See Attachment A.</i>
--	---	--

1. *Resource Attachments, labeled A, B, C, D, ...*

Resource A: Vocabulary Terms and Definitions for the Unit

- ❖ **Balance**: a state in which different things occur in equal or proper amounts or have an equal or proper amount of importance
- ❖ **Civic Responsibilities**: the responsibilities of a citizen, things and actions that people do for the good of the community
- ❖ **Common Good**: what is done to benefit all people, for the good of everyone
- ❖ **Community**: a group of people who live in the same general area and/or share the same interests, religion, race, etc.
- ❖ **Community Improvement Project**: a project or task that is designed to make the community better, or do good for the community in some way
- ❖ **Core Democratic Value**: the fundamental beliefs and constitutional principles of a society, which unites all the people in the society
- ❖ **Design**: to create, make something, or form a new idea
- ❖ **Improvement**: to make something better from its previous state
- ❖ **Individual Rights**: the rights belonging to any person, such as the right to pursue life goals without being bothered by the government or another person as long as they do not harm anyone else
- ❖ **Local Government**: the governing bodies that make decisions for a local area, such as a town, community, school, or even as large as our state government
- ❖ **Participate**: means to be a part of something, and to do a task or action.
- ❖ **Patriotism**: a personal display of love and devotion to our country, its values, and its principles
- ❖ **Personal Responsibilities**: tasks and actions that YOU are responsible for that contribute to your own personal success
- ❖ **Pledge of Allegiance**: a promise to our country that we will support the United States of America in every way

Resource B: Examples of Teacher-Talk for Step 1

- Vocabulary Term: *Personal Responsibilities*

- Place the following pictures on the white board. If you can find additional pictures depicting *personal responsibilities*, use those as well.



- Teacher-Talk: *What are the kids doing in the first picture? Second? Third? Fourth?*
 - Student: *They are brushing their teeth. One is washing dishes! The other is sweeping the floor! The other kid is playing with blocks! (answers may vary)*
- Teacher-Talk: *Why do we do these actions? What are these actions called? Where do we usually do these things at?*
 - Student: *We do these things at home to help our mom and dad. At my house they are called chores!*
- Teacher-Talk: *Yes! These are things we are responsible for doing at home. At home and at school we are responsible for picking up our toys and cleaning up OUR OWN mess right?*
 - Student: *And keeping our desk clean and being nice to our friends.*
- Teacher-Talk: *These are called **personal responsibilities**. Can anyone take a guess at what the definition of **personal responsibilities** might be? Talk with the person next to you about what **personal responsibilities** are.*
 - Student: *We said that personal responsibilities are things that you have to do at home or at school that only you are responsible for.*

- Teacher-Talk: *That is exactly right! Personal responsibilities are actions and tasks that you have to do every day in order to make others happy, and to make you happy too. I will write this definition on the board and we will add this term to our Vocabulary Key-Ring!*

- Vocabulary Term: Local Government
 - Place pictures on the white board of the President of the United States, the School Principal.
 - Teacher-Talk: *(point to the picture of the President) Does anyone know who this is?*
 - Student: *It is the President of the United States!*
 - Teacher-Talk: *Yes! Good job! What does the President make decisions for? Does he make decisions for the entire world, our country, or just for you?*
 - Student: *He makes decisions for America.*
 - Teacher-Talk: *That is true! He is part of our national government, because he makes decisions for our country. There are smaller governments too, can anyone think of a smaller type of government? One that makes decisions for us?*
 - Student: *My parents make decisions for me, and you make decisions for us too.*
 - Teacher-Talk: *That is correct. One type of small government is people at the school. (point to picture of the Principal) Who can tell me who this is?*
 - Student: *That is the Principal of our school! He makes decisions too.*
 - Teacher-Talk: *Very good. There are smaller governments that make decisions for our state, the town we live in, and even our school. These are called **local governments**. Talk with your neighbor and try to think of another person that is part of the local government.*
 - Student: *What about the mayor?*
 - Teacher-Talk: *Yes, the mayor is a great example of someone that is in a local government. The mayor makes decisions for our town. I will write this definition on the board and we will add it to our Vocabulary Key-Ring!*

- Vocabulary Term: Participate
 - Teacher-Talk: *Has anyone ever heard the word participate? Have you read it? Have you heard me say it? Have you heard your parents say it?*
 - Student: *My mom said that I have to participate in class or I will not get good grades. She said that means that I have to do things and answer questions when the teacher asks me.*

- Teacher-Talk: *This is a great example! Participate means to be a part of something or to do a task or action that you are asked to do. I'll give you an example. On Saturday I will be **participating** in the Thanksgiving Parade and I will be dressed up as a turkey. Talk with your neighbor and tell them something that you **participated** in today.*
 - Student: *My neighbor and I said that since we played kickball during gym today, we participated in the game.*
- Teacher-Talk: *That is an excellent example! You were on a team for the game, and you helped your team score. That is an excellent example of participation. Can anyone give me another example? (ask for several examples and repeat what they say)*
 - Student: *(answers will vary)*
- Teacher-Talk: *These were all fantastic examples of the word participate. Lets participate in the next part of the lesson by adding our new vocabulary word to our Vocabulary Key-Ring!*

Resource C: Vocabulary Journal Page

DEFINITION IN MY OWN WORDS	SENTENCE				
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">WORD</td> </tr> <tr> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">MY UNDERSTANDING:</td> </tr> </table>		WORD	_____	_____	MY UNDERSTANDING:
WORD					

MY UNDERSTANDING:					
EXAMPLES	PICTURE				